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ABSTRACT

This report describes an institute designed for administrators and teachers from junior colleges and lower divisions of senior colleges. Participants were taught to restructure their courses, using media as an integral part of the program. The institute's program included 5 major areas, culminating in an institutional plan to effect instructional improvement. These areas were: theory of learning; graphics production; projected media production; instructional systems design and facilities design. Reactions to the institute program were favorable. (Author/CS)

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DIRECTOR'S EVALUATION REPORT
HIGHER EDUCATION MEDIA INSTITUTE
THE UNIVERSITY OF TEXAS AT AUSTIN
JUNE 2 - JULY 11, 1969

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HE 003 431

I. BASIC INFORMATION

- A. The University of Texas at Austin
Visual Instruction Bureau
Drawer W, University Station
Austin, Texas 78712
- B. Higher Education Media Institute
Grant # 70 (NIH # 84-8908)
- C. Dr. Ernest F. Tiemann, Director
Visual Instruction Bureau
The University of Texas at Austin
Drawer W, University Station
Austin, Texas 78712
- D. June 2, 1969 through July 11, 1969

II. PROGRAM FOCUS

This institute was designed for administrators and teachers from junior colleges and lower divisions of senior colleges. This area of emphasis was chosen because of the tremendous increases in enrollment, particularly at the lower division level. Junior college enrollment is increasing at the rate of twenty percent annually and is accelerating. The number of junior colleges opening each year across the nation has been averaging about fifty.² In Texas alone, five new junior colleges opened in 1967 - 1968, bringing the total of public and private junior colleges in Texas to sixty-six.

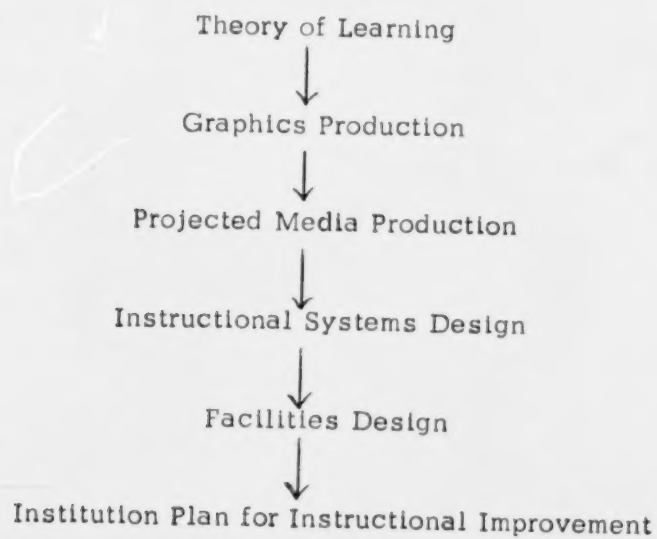
In addition to increased student enrollment and faculty increases, there is the problem of keeping the faculty abreast of technological advances in the use of teaching materials and equipment. Deans of instruc-

² Edmund J. Gleazer, Jr., "AAJC Approach," Junior College Journal, XXXVII (November 1966), 7.

tion and media directors frequently mention this problem to members of the staff during visits to college campuses.

The need for instructional improvement through the use of media in junior college instruction has been increasingly apparent. Concrete evidence of this was gained during the course of a study of audio-visual materials in Texas public colleges and universities, conducted by the Visual Instruction Bureau under contract with the Coordinating Board for Higher Education of the State of Texas.

The need was not for professors to adopt the use of media as an appendage to outmoded instructional methods, but to totally restructure their courses using media as an integral part of the program. To meet this need, an institute program that combined theory and practical experience in sequential order was designed. Five major areas were planned in the instructional program, the culmination to be an institutional plan to effect instructional improvement.



This plan appears to have been very successful based on staff observation and participant reactions. All participants left with a plan outlined for effecting instructional improvement on their own campuses.

Forty-one participants enrolled in the institute and all successfully completed the program.

Objectives

1. To strengthen participants' knowledge and understanding of the principles of learning and communication theory as they apply to lower division instruction in higher education and to examine the role and function of media in light of these principles.
2. To provide general sessions and laboratory experiences in developing and implementing instructional television, computer-assisted instruction, multi-media programs, and instructional media production.
3. To provide participants with the opportunity to become familiar with media research data as they apply it to their disciplines and to inform them of the professional activities and organizations in the media field.
4. To provide general sessions and seminars in planning developmental phases in extending the use of media in teaching and learning.
5. To provide the opportunity for a team of three participants from fifteen (15) institutions to plan an instructional media program for their respective institutions with the assistance of the institute staff.

The formal program of the institute was conducted over a six week period. Twenty-seven participants (supervisors and faculty) participated for the full

six weeks and fourteen participants (administrators) entered the program at the beginning of the fourth week and continued through the remaining three weeks. Participants in both tracks were involved in general sessions, small groups, independent study, laboratory exercises, and clinical experiences for thirty-six to forty hours per week.

II. PROGRAM OPERATION

A. Participants

The response from applicants was much greater than expected. Not only did we receive more qualified applicants from the geographical regions designed for this institute but even a greater number of applicant inquiries from outside this geographical area were received.

1. The following were used for the selection of the participants:

Criteria for Admission

Preference will be given to applications from colleges submitted by a team of three persons representing (1) administrators such as presidents, vice-presidents, business managers, registrars or deans of instruction, (2) supervisory personnel such as division heads, department heads, media personnel or library personnel, and (3) faculty. Each individual team member should:

1. Have a masters degree.
2. Have a minimum of preparation in educational media.
3. Have two semesters (9 months) full-time experience as an administrator or faculty member in the lower division of a two or four year college. Preference will be given to personnel teaching in colleges and universities from southwestern states.
4. Have an abiding interest in utilizing media as a means of improving instruction.

5. Be recommended by the president or dean of his institution.
6. State in writing his reasons for desiring to attend the institute.

2. Full-time faculty included the Director, Assistant Director, Instructor, and two Instructional Assistants. There were forty-one participants, making the ratio of 5:41.

B. Staff

There was little evidence that would indicate a measurable difference in performance between regular staff and visiting staff. All staff members were selected and assigned based on their demonstrated strengths. Seven part-time instructors were employed in addition to the full-time staff of five. One of the part-time staff members was a guest lecturer from the Computed-Assisted Instruction Lab of the University of Texas. He and his staff conducted an extensive one day program on the C. A. I. Lab and its instructional functions. The other six part-time members were assigned on a weekly basis.

C. Activities

The presentation of theory followed by practical experiences was regarded by both staff and participants as a major strength of the program. Each of the following specific items was mentioned by one-third or more of the entire group as things that they will do differently: (1) set instructional objectives and make these clear to the students (2) use more media in instruction and (3) transmit ideas learned in the institute to their colleagues and encourage them to consider doing some things differently.

By studying the learning process and considering how media can assist learning, the participants became able to see the entire instructional picture. A weekly overview is attached.

1. The staff and guest consultants illustrated and utilized the newest of techniques and materials in their presentations. What was not available at the institute was observed in operation at Tarrant County, El Centro, and Dallas Baptist College. The participants and staff visited these campuses July 2 and 3. Participants rated these trips as highly valuable.
2. The program was scheduled to coincide with the first six weeks summer school session of this University and with that of most of the junior colleges of Texas. This schedule was followed to permit the participants to either teach or take other graduate work during the second summer session. Participants stated that they liked the idea of holding the schedule within one particular summer session, but had no preference as to which session the institute was scheduled.
3. The majority of the participants indicated that they felt that the proportion of "sit and listen" activities was reasonable in light of the institute goals. Lecture sessions were scheduled in the mornings with lab and individual work in the afternoons along with optional sessions conducted in the evenings.

After attending all day sessions almost all of the participants returned for the voluntary night sessions. At all times faculty and/or staff were present and available.

4. Participants were grouped into three tracts for weekly feedback and evaluation procedures. Each Monday morning each tract gave a presentation to all groups. This gave the participants and staff an opportunity to evaluate and modify any phase of the institute program that needed attention.

D. Evaluation

Both a pre- and post-evaluation was given to the participants. Both instruments are attached. The objectives of the institute as originally written were understandable and attainable and the participants' post-evaluation covered these objectives. There were no problems experienced in developing administrative arrangements within Part E, Guidelines and Procedures. The participants have agreed to meet at their annual junior college conference to be conducted in February 1970. This will give the participants an opportunity to feedback to each other the success of their institutional development plans (programs) that each team designed and produced while participating in the institute.

IV. CONCLUSIONS

The 1969 summer institute represented the second attempt to structure a professional growth program leading participants and their respective institutions to a deeper realization of the importance and need to focus more attention on the processes of teaching and learning.

As a result of the 1968 and the 1969 institutes, the administrations of the participating institutions have taken steps to involve their faculties in restructuring their courses both in terms of content and processes. Administrative steps have been taken in a number of institutions to re-design their facilities to give greater support to student learning opportunities, especially by means of new carrel developments.

Evaluation reports indicate that a number of institutions have either re-organized and/or strengthened their media capabilities, both for students and faculty. Special efforts have been made to expand the production capabilities for both graphic and projected teaching and learning resources.

Faculty participation in the institutes has resulted in an expanded awareness of the processes of teaching. Evidence is accumulating to indicate that instructors are reorganizing teaching procedures by incorporating new approaches in their teaching strategies. More emphasis is being placed on developing behavioral objectives. Student involvement is receiving a great deal more attention.

On the basis of our continuing evaluation program, evidence is available that the impact of the institutes is most noticeable in the teaching-learning processes taking place in the classrooms.

Certain weaknesses in our institute development program have been identified. One of our major concerns is to find a way to provide better programming continuity in the development of our institute content structure. As we move through our institute program, we hope to tie our presentations together in a

more meaningful way. This we hope to do through pre-planning. We also hope to encourage our presenters to concern themselves more with behavioral objectives.

One of our major concerns has been the involvement of participants in their performance during the institute. We have succeeded in developing new strategies of small group participation by organizing evaluating committees. These groups are primarily concerned in relating the content of the institute to the solution of instructional problems.

Our current major effort lies in the area of developing skilled personnel in the development of institutes. We are making every effort to participate in opportunities to develop new skills in institute development. We have identified many new sources of information for institute development. We have catalogued and classified resources for participants. We have developed new packaging techniques.

Our greatest strength lies in the feedback we get from our participants. We encourage their suggestions and their ideas. We keep in touch with our participants and help them in the solution of their problems. We keep a file of the innovations they introduce into their program at their institutions. Our rapport with our participants has made it possible for us to modify our program to suit their needs.

APPENDIX

SPECIFIC OBJECTIVES

- A. To strengthen participant's knowledge and understanding in:
 - 1. Applying learning and communication theory to instructional development.
 - 2. Understanding the role and function of media in higher education.
 - 3. Identifying the distinctive characteristics of each medium.
 - 4. Writing objectives and programming media to achieve these objectives.
 - 5. Identifying criteria for evaluating instructional systems.
- B. To provide general sessions and laboratory experiences in:
 - 1. Programming and operating instructional television programs.
 - 2. Developing and implementing computer-assisted instruction programs.
 - 3. Studying and developing technological devices.
 - 4. Using audio laboratories and other teaching or learning media for independent study and automated instruction.
 - 5. Developing integrated media lessons.
 - 6. Operating and maintaining basic media equipment.
- C. To provide participants with the opportunity to become familiar with:
 - 1. The latest educational media research.
 - 2. National, state, and local organizations concerned with the improvement of instruction through media.
 - 3. Media selection references.
 - 4. Journals, newsletters, and other publications presenting information on media utilization.
- D. To provide general sessions and seminars on:
 - 1. The staff and facilities needed to produce new media.
 - 2. Designing and planning a media program for an institution.
 - 3. Planning with college administration for the inclusion of media-oriented instruction facilities in future buildings.
 - 4. Determining need for audiovisual equipment and budgeting costs.
 - 5. Developing in-service program involving the faculty in planning, designing, and using media.

TOPICS TO BE INCLUDED IN LOOSE-LEAF REFERENCE BOOKS
TO BE DEVELOPED BY THE
PARTICIPANTS DURING THE INSTITUTE

1. Pre-institute overview packet.
2. Learning and communication theory.
3. Educational graphics applications.
4. Instructional media center administration models.
5. Projected media applications.
6. Instructional systems development models.
7. Computer-assisted instruction.
8. Library organization and administration
9. Facility design and application.
10. Materials and equipment specifications and sources.
11. Instructional television applications.
12. In-service models.
13. Programmed instruction.
14. Selected bibliography.

WEEKLY OVERVIEW

TRACK II - SUPERVISOR TRACK III - FACULTY		WEEK	TRACK I - ADMINISTRATION
Orientation; Pre-examination; Learning Theory	a.m.	First Week	
Registration; Learning Theory; Participant-Staff Mixer	p.m.	June 2 - 6	
Instructional Design--The Systems Approach	a.m.	Second Week	
Track III. - Skills in Educational Graphics Track II - Administration of Educational Media Equipment and Materials Preview	p.m.	June 9 - 13	
Media & Instructional Design; Process of Communication	a.m.	Third Week	
Track III - Projected Materials Track II - Administration of Educational Media Preview of Materials	p.m.	June 16-20	
Instructional Television; Evaluation & Instructional Planning	a.m.	Fourth Week	Registration, Orientation; Instructional Development; Evaluation & Instructional Planning
Instructional Television; Evaluation & Instructional Planning; Participant-Staff Mixer; ITV Demonstrations	p.m.	June 23-27	Instructional Development; Evaluation and Instructional Planning; ITV Demonstrations
Computer-Assisted Instruction; Design of Learning and Teaching Facilities (Combined Sessions)	a.m.	Fifth Week	Computer-Assisted Instruction; Design of Learning and Teaching Facilities (Combined Sessions)
Field Trip to Tarrant Co. J. C. & El Centro Junior College I. M. C. C.	p.m.	June 30-July 4	Field Trip to Tarrant Co. J. C. & El Centro Jr. College I. M. C. C.
Institutional Instructional Development Planning; Presentation of Institutional Plan; Evaluation & Post-exam	a.m.	Sixth Week	Institutional Instructional Development Planning; Presentation of Institutional Plans; Evaluation & Post-Exam
Institutional Instructional Development Planning; Evaluation of Institute; Presentations of Institutional Plans; Participant-Staff Mixer; Adjournment	p.m.	July 7 - 11	Institutional Instructional Development Planning; Evaluation of Institute; Presentations of Institutional Plans; Participant-Staff Mixer; Adjournment

PARAMETERS OF THE MEDIA FIELD

The purpose of this questionnaire is to get some idea of what you think is the proper activity, the just concerns, and the most useful training and experience for the media person.

Answer the following questions from the viewpoint of your own activity at your own university. Although you may not, in fact, be concerned with the items listed below, do you believe that they are proper concerns for your type of person at your type of institution.

Use the following scale in responding and mark your answers on the score sheet provided.

- | I DISAGREE | SOME
DISAGREEMENT | UNDECIDED | SOME
AGREEMENT | I
AGREE | | | | | |
|--|----------------------|-----------|-------------------|------------|-----|---|------|---|------|
| 1 | 2 | 3 | 4 | 5 | | | | | |
| 1. Design of computer aided instruction is a justifiable field of activity for the media specialist. | | | | | | | | | |
| 1 | (1) | 2 | (1) | 3 | (3) | 4 | (3) | 5 | (20) |
| 2. The media administrator with a technical background is more effective than an administrator with a background in education. | | | | | | | | | |
| 1 | (6) | 2 | (8) | 3 | (3) | 4 | (6) | 5 | (4) |
| 3. The media person should initiate changes in educational content. | | | | | | | | | |
| 1 | (7) | 2 | (7) | 3 | (2) | 4 | (6) | 5 | (6) |
| 4. The media person should be involved only in content changes prescribed by the content specialist. | | | | | | | | | |
| 1 | (9) | 2 | (3) | 3 | (2) | 4 | (9) | 5 | (4) |
| 5. The media person's only function is to transcribe a given content to its most efficient media forms. | | | | | | | | | |
| 1 | (12) | 2 | (6) | 3 | (2) | 4 | (5) | 5 | (2) |
| 6. Media people should do more research on the "grammar" and "syntax" of media forms. (i. e. film form, slide form) | | | | | | | | | |
| 1 | (0) | 2 | (0) | 3 | (5) | 4 | (10) | 5 | (12) |

7. The quality of a production has little or no effect on the learning that takes place.
1 (24) 2 (2) 3 (0) 4 (1) 5 (0)
8. The unique differences attributed to the various forms of media are more a result of the viewer's environment than the inherent differences of the media.
1 (6) 2 (7) 3 (5) 4 (7) 5 (1)
9. Music, color, and professional quality add some kind of improvement to an educational production, even though research has not been able to show any educational gains due to these "embellishments".
1 (3) 2 (2) 3 (0) 4 (6) 5 (16)
10. Most media technicians are more concerned with the quality of a production than its teaching effectiveness.
1 (9) 2 (6) 3 (3) 4 (5) 5 (4)
11. With new improved 8mm cameras, it is possible for the average teacher to make worthwhile educational film in his own classroom.
1 (1) 2 (3) 3 (3) 4 (4) 5 (16)
12. Learning research should be left to the psychologists.
1 (25) 2 (2) 3 (0) 4 (0) 5 (0)
13. The media person should spend more time improving his traditional field of activity rather than trying to become involved in new educational design problems.
1 (16) 2 (7) 3 (0) 4 (3) 5 (1)
14. The media person must be able to produce specified educational materials. Is it also his responsibility to develop behavioral objectives for the materials produced?
1 (2) 2 (6) 3 (5) 4 (5) 5 (9)
15. Although educators claim that each student is unique, media people have found that it is possible to prepare successful materials for a wide range of audiences.
1 (0) 2 (0) 3 (2) 4 (5) 5 (20)
16. It is better for the media center to train its technical personnel, rather than attempt to hire persons with specialized schooling.
1 (10) 2 (4) 3 (6) 4 (5) 5 (2)
17. The media center should be made responsible for pre-service teacher training in audio-visual methods even though the center may not be a part of the College of Education.
1 (1) 2 (0) 3 (1) 4 (5) 5 (19)

18. Subjects such as TV production, photography, and film production should be taught by the Media Center.

1 (4) 2 (1) 3 (2) 4 (8) 5 (11)

19. The Media Center should develop its own graduate program, separate and independent from other degree conferring departments.

1 (5) 2 (4) 3 (8) 4 (7) 5 (3)

20. Media would be improved by getting more educators and fewer technically-trained persons in the field.

1 (4) 2 (7) 3 (6) 4 (6) 5 (3)

The following questions each have five alternatives. Pick only one response for each question. Mark the number you choose for each question on the score sheet.

21. The most important area of competence for a person involved in instructional technology is: (pick only one)

1. Learning Psychology (7)

2. Curriculum Construction (0)

3. A Subject Area (2)

4. Production Skills (1)

5. General familiarity with each of the above without a specialized competence. (17)

22. The best way to improve the prestige of the media field and to increase the use of equipment and materials is to: (pick only one)

1. Make sure the equipment is in working condition and that materials are delivered when promised. (8)

2. Supply a competent equipment operator along with the equipment requested. (2)

3. Supply Auto-load and cartridge type equipment that anyone can operate. (1)

4. Have special classes for the faculty in the use and care of equipment. (15)

5. Have equipment on hand at all times in that larger and most used classrooms. (3)

23. The most important function of the Media Center is: (pick only one)

1. To supply machines and prepared materials to the faculty. (0)
2. To train future teachers in the use and methods of Media. (8)
3. To provide for the production of specialized materials needed by individual instructors. (6)
4. To design new technological teaching methods. (2)
5. To translate content into mediated forms. (10)

24. The most useful philosophy for the college Media Center should be to: (pick only one)

1. Produce material only for their own teachers. (8)
2. Provide facilities limited to teacher produced materials. (1)
3. Produce only materials of a quality that can be distributed to other institutions. (8)
4. Produce only those specialized materials that would not be of interest to the commercial producer. (7)
5. Produce materials that will bring a profit to the University. (1)

MEDIA-ADMINISTRATIVE CONCERNS

1. To what degree do you feel there is a necessity for the media services of a college or university to be administratively located under the central administration? (rather than a particular department or college within the university structure)

un-needed	moderately un-needed	indifferent	moderately needed	highly needed
<u>2</u>	<u>1</u>	<u>1</u>	<u>8</u>	<u>15</u>
1	2	3	4	5

2. To what degree do you feel there is a necessity for the media service department to be located administratively under the chief educational officer, such as the provost?

<u>2</u>	<u>3</u>	<u>5</u>	<u>13</u>	<u>3</u>
1	2	3	4	5

3. Is there a need for faculty members responsible for media services to be involved in, and responsible for, the initial planning and strategy for educational development?

<u>0</u>	<u>0</u>	<u>1</u>	<u>5</u>	<u>20</u>
1	2	3	4	5

4. Is there a need for faculty members responsible for media services to be to be totally free from classroom teaching responsibilities?

<u>3</u>	<u>3</u>	<u>6</u>	<u>6</u>	<u>9</u>
1	2	3	4	5

5. To what degree is there a need for media personnel to be involved in initial educational development, such as content design?

<u>1</u>	<u>3</u>	<u>2</u>	<u>11</u>	<u>10</u>
1	2	3	4	5

6. To what degree is there a need for media personnel responsible for design to be separated from production responsibilities?

<u>3</u>	<u>7</u>	<u>6</u>	<u>7</u>	<u>4</u>
1	2	3	4	5

7. To what degree is there a need for media personnel to be involved in educational content development as well as media design and production?

<u>1</u>	<u>2</u>	<u>2</u>	<u>10</u>	<u>11</u>
1	2	3	4	5

8. Is there a need for a separation of media services, evaluation services, and learning services?

<u>12</u>	<u>4</u>	<u>5</u>	<u>3</u>	<u>2</u>
1	2	3	4	5

9. Is there a need to integrate evaluation and learning activities into the media center program, under the direction and supervision of the media center director?

<u>3</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>10</u>
1	2	3	4	5

10. Is there a need for the director of media activities to be placed in an administrative position that would allow him to exert authority over the faculty in order to facilitate the adoption of innovations involving media applications?

<u>9</u>	<u>6</u>	<u>3</u>	<u>4</u>	<u>4</u>
1	2	3	4	5

11. Is there a need for the director of media activities to be placed in a position whereby a faculty-wide committee or senate could influence the direction of media activities within the university?

<u>2</u>	<u>4</u>	<u>3</u>	<u>12</u>	<u>5</u>
1	2	3	4	5

12. To what degree should the faculty of the media center take the initiative and consciously develop demonstration programs that provide examples of media utilization for the faculty of the university?

<u>0</u>	<u>0</u>	<u>1</u>	<u>6</u>	<u>19</u>
1	2	3	4	5

13. To what degree should the faculty of the media center provide consultative services for the development of new media oriented teaching techniques only when asked to do so by the faculty or administration?

<u>5</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>12</u>
1	2	3	4	5

14. Given a media service facility on a campus with a student population of five thousand, to what degree is there a need for a totally centralized operation?

$\frac{0}{1}$ $\frac{3}{2}$ $\frac{1}{3}$ $\frac{8}{4}$ $\frac{14}{5}$

15. Given a student population of five thousand, is there a need for decentralized or satellite media center facilities?

$\frac{2}{1}$ $\frac{5}{2}$ $\frac{5}{3}$ $\frac{10}{4}$ $\frac{4}{5}$

16. To what degree is there a need to centralize all media services under one organization? (as opposed to allowing certain specialized services, such as television or motion picture production, to operate separately of the center)

$\frac{3}{1}$ $\frac{0}{2}$ $\frac{3}{3}$ $\frac{15}{4}$ $\frac{7}{5}$

17. To what degree should artistic quality be taken into consideration by the media administrator when determining costs, predicting production time, and generally determining what trade-off's are needed?

$\frac{0}{1}$ $\frac{3}{2}$ $\frac{3}{3}$ $\frac{12}{4}$ $\frac{8}{5}$

18. To what degree should artistic quality be taken into consideration by the media designer when concerned with educational effectiveness?

$\frac{1}{1}$ $\frac{1}{2}$ $\frac{2}{3}$ $\frac{9}{4}$ $\frac{12}{5}$

19. Is there a need for the media specialist to have a relative amount of autonomy in developing materials for educational development?

$\frac{2}{1}$ $\frac{3}{2}$ $\frac{3}{3}$ $\frac{9}{4}$ $\frac{7}{5}$

20. To what degree should the media specialist meet the demands of the subject matter specialist or learning specialist?

$\frac{0}{1}$ $\frac{0}{2}$ $\frac{0}{3}$ $\frac{11}{4}$ $\frac{15}{5}$

21. When attempting to evaluate the effectiveness and efficiency of one's own media center operation, to what degree should the administrator utilize commercial criteria for evaluating his own facilities?

$\frac{2}{1}$ $\frac{7}{2}$ $\frac{8}{3}$ $\frac{8}{4}$ $\frac{1}{5}$

22. Is there a need for media services, such as film and equipment loan, to be provided to the faculty on a "No Charge" basis? (this infers that the central administration would cover the cost of the media center operation)

$\frac{1}{1}$	$\frac{0}{2}$	$\frac{1}{3}$	$\frac{4}{4}$	$\frac{21}{5}$
---------------	---------------	---------------	---------------	----------------

23. Is there a need for media production services, such as photographic and graphic productions, to be provided to the faculty on a "No Charge" basis?

$\frac{1}{1}$	$\frac{0}{2}$	$\frac{1}{3}$	$\frac{5}{4}$	$\frac{20}{5}$
---------------	---------------	---------------	---------------	----------------

24. Is there a need for both services and production of materials to be offered to the faculty on a "No Charge" basis?

$\frac{0}{1}$	$\frac{0}{2}$	$\frac{2}{3}$	$\frac{6}{4}$	$\frac{19}{5}$
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25. When involved in "team effort" related to instructional systems development, is there a need for the media specialist to receive royalties as a mean of remuneration when "software" is sold commercially?

$\frac{6}{1}$	$\frac{1}{2}$	$\frac{14}{3}$	$\frac{4}{4}$	$\frac{2}{5}$
---------------	---------------	----------------	---------------	---------------

26. To what degree is there a need for materials produced by the media center to be sold? (In order to offset the high cost of production)

$\frac{2}{1}$	$\frac{5}{2}$	$\frac{13}{3}$	$\frac{4}{4}$	$\frac{3}{5}$
---------------	---------------	----------------	---------------	---------------

27. In instructional systems development, is there a need for a member of the instructional media center to be involved throughout the entire developmental process?

$\frac{1}{1}$	$\frac{0}{2}$	$\frac{3}{3}$	$\frac{8}{4}$	$\frac{14}{5}$
---------------	---------------	---------------	---------------	----------------

28. Is there a need for the library to exist as a separate entity from the media center?

$\frac{8}{1}$	$\frac{6}{2}$	$\frac{3}{3}$	$\frac{5}{4}$	$\frac{5}{5}$
---------------	---------------	---------------	---------------	---------------

29. Is there a need for the media center to exist as a division of the library under the direction of one administrator?

$\frac{1}{1}$ $\frac{4}{2}$ $\frac{5}{3}$ $\frac{5}{4}$ $\frac{11}{5}$

30. Is there a need for the computer and data processing facilities to be included as an administrative part of the media center?

$\frac{3}{1}$ $\frac{5}{2}$ $\frac{3}{3}$ $\frac{10}{4}$ $\frac{5}{5}$

PARTICIPANTS' RATINGS OF INSTITUTE EXPERIENCES
HIGHER EDUCATION MEDIA INSTITUTE
THE UNIVERSITY OF TEXAS AT AUSTIN
DATES: FROM JUNE 2, 1969, TO JULY 11, 1969

PARTICIPANTS' RATING OF INSTITUTE EXPERIENCES

Higher Education Media Institute, The University of Texas at Austin

1969

During the last week of the Institute, participants were asked to complete three rating forms: (1) Institute Objectives, (2) Institute Organization, and (3) Written Responses. A copy of the form is attached.

Institute Objectives

There were twenty-one specific objectives written for the Institute. Participants were asked to rate how nearly each objective was reached using a nine-point scale. Descriptive labels assigned to the numbers were: 1, 2, 3 - Less than Expected; 4, 5, 6 - Equal to Expectations, and ; 7, 8, 9 - Greater than Expected. A zero was used to indicate objectives not common to all participants. A mean rating of 5.0 would indicate that the participants, as a group, thought a particular objective had been met to a satisfactory degree. The average of means for the twenty-one objectives was 7.1, just into the "Greater than Expected" category. The range of individual item means was from 6.0 to 7.6.

TABLE 1. Degree to Which Participants Felt Institute Objectives Were Met.

Scale: 1 2 3 - Your experiences have been less than your expectations

- 4 5 6 - Your experiences have been about equal to your expectations
- 7 8 9 - Your experiences have been greater than your expectations
- 0 - Not covered in your track

1 2 3 4 5 6 7 8 9 0
Number of Responses

I. To strengthen participant's knowledge and understanding in:

A. Applying learning and communication theory to instructional development	0	0	0	0	2	5	12	8	10	1
	Mean 7.5									
B. Understanding the role and function of media in higher education	0	0	0	0	2	5	10	10	11	0
	Mean 7.6									
C. Identifying the distinctive characteristics of each media	0	0	2	0	2	9	4	8	9	4
	Mean 7.0									
D. Writing objectives and programming media to achieve these objectives	0	0	2	4	0	4	9	3	7	9
	Mean 6.8									
E. Identifying criteria for evaluating instructional systems in terms of function, cost, and performance	0	0	0	1	1	8	7	7	9	5
	Mean 7.4									

II. To provide laboratory exercises and clinical experiences in:

A. Programming and operating instructional television programs	0	0	1	0	2	3	7	1	12	12
	Mean 7.5									

B. Developing and implementing information storage and retrieval systems and computer-assisted instruction	0 0 5 2 5 5 5 4 4 8	Mean 6.0
C. Studying and developing techniques for producing media suited to the requirements of technological devices	0 0 0 2 0 8 8 2 9 9	Mean 7.2
D. Using audio laboratories and other teaching or learning media for independent study and automated instruction	0 0 0 1 3 10 9 5 6 5	Mean 7.2
E. Developing integrated library/AV programs	0 0 0 2 3 7 11 1 6 8	Mean 6.8
F. Operating and maintaining basic media equipment	0 0 0 0 3 4 8 2 7 14	Mean 7.3
III. To provide participants with the opportunity to become familiar with:		
A. The latest educational media research	0 0 1 2 1 8 13 0 13 0	Mean 7.2
B. National, state, and local organizations concerned with the improvement of instruction through media	0 0 1 2 3 12 8 2 10 0	Mean 6.8
C. Media selection references	0 0 1 1 2 8 10 3 12 1	Mean 7.2
D. Journals, newsletters, and other publications presenting information on media utilization	0 0 0 1 1 9 9 5 13 0	Mean 7.6

IV. To provide, through general sessions and seminars, an opportunity to study and plan in the following areas:

A. Staff and facilities needed to support large group instruction incorporating the use of various media	0	0	0	1	1	11	12	7	5	1	
	Mean 7.0										
B. Staff and facilities needed to produce new media	0	0	0	1	1	5	16	6	7	2	
	Mean 7.3										
C. Media program for an institution	0	0	0	1	1	5	8	13	9	1	
	Mean 7.6										
D. Media-oriented instruction facilities in future buildings	0	0	1	0	2	6	13	4	9	3	
	Mean 7.2										
E. Equipment and budget necessary for a media program	0	0	0	2	2	13	8	1	8	4	
	Mean 6.6										
F. In-service programs involving the faculty in planning, designing, and using media	0	0	0	1	1	7	14	5	10	0	
	Mean 7.3										

Institute Organization

An opinionnaire was used to determine the participants' evaluation of the organization of the Institute. A scale of 1 through 5 was used. Questions 2, 5, 8 and 13 were not applicable to the three week (administrative) participants.

TABLE II. Opinions Concerning Institute Organization.

Directions were as follows:

Preface

This form seeks your opinions as to the way that this Institute was organized in obtaining its written goals. The purpose of this form is not to evaluate your particular Institute but to gather data as to its effectiveness in organization.

Directions

The following statements are written from the point of view of a participant. You are asked to score your answer sheet with a scale that corresponds to how much you agree to disagree with the following observations. Please circle the number you choose.

	<u>Strongly agree</u> 1	<u>Agree</u> 2	<u>Probably Agree</u> 3	<u>Probably Disagree</u> 4	<u>Disagree</u> 5	
	1	2	3	4	5	NA
	<u>Number of Responses</u>					
1. Provisions were made available for us to review or research pertinent information in the areas covered by this Institute's program	21	16	0	0	0	0
	Mean 1.4					
2. Participants' selection of desired clinical experiences were made only after all of us had been exposed to orientation sessions which perused each of the "clinics."	7	13	5	0	0	10
	Mean 1.9					
3. The opportunity to place lecture notes and selected handouts into separate notebooks will be of value to us when we wish to retrieve information at a later time	27	7	3	0	1	0
	Mean 1.4					
4. The scheduling of faculty personnel allowed them to be available for consultation	17	16	3	0	1	0
	Mean 1.7					
5. Common elements during the morning presentations were arranged in order to complement the afternoon "lab" experiences	11	10	6	2	1	6
	Mean 2.1					
6. Faculty members appeared to be conversant with the types of problems that I face back at my campus	16	11	9	0	1	1
	Mean 1.9					
7. The arrangement of selected instructional and laboratory experiences has lended support to my belief that at my institution we are already proceeding in the right direction	8	12	8	3	3	4
	Mean 2.4					

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>NA</u>
8. The structuring of the "lab" experiences was flexible enough for one to select the lab session in which he was most interested on a particular afternoon	14	5	1	3	1	12
	Mean 1.8					
9. Effective faculty-participant interactions were emphasized throughout our Institute	24	9	4	0	0	0
	Mean 1.5					
10. Throughout this Institute, media software and hardware were made available for our use	31	4	1	0	0	1
	Mean 1.2					
11. Many of us considered the allocations for instructional space to be adequately supportive for our needs	18	18	0	0	1	0
	Mean 1.6					
12. When one considers the goals for the Institute's program, one finds that the proportion of "sit and listen" activities was reasonable	11	18	6	1	1	0
	Mean 2.0					
13. Due to the nature of the Institute's goals, one expects to find that the general organization of instruction in the lab-type classes is different than that of the morning presentations	13	11	5	0	1	7
	Mean 1.6					
14. The handling of administrative details such as stipends, registration, etc., were effectively done	31	6	0	0	0	0
	Mean 1.2					
15. If I were to evaluate myself in terms of professional growth, I would say that I have experienced more than a review of the present state of the art	28	8	0	1	0	0
	Mean 1.2					

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>NA</u>
16. The small groups, coffee breaks, mixers, field trips, and "bull" sessions enabled us to get together and discuss many media problems and their possible solutions.	22	15	1	0	0	0
	Mean 1.4					
17. During the course of this Institute, the faculty has sought ways of providing for involvement and problem solving experiences	22	10	5	0	0	0
	Mean 1.5					
18. An effort was made to provide the participants with more experiences than were objectives of the Institute	16	10	7	1	1	0
	Mean 1.8					
19. The program was operationalized in such a way that by the end of the fourth week most of the "big ideas" began to fall into place	15	13	3	1	0	4
	Mean 1.7					
20. This Institute has provided opportunities for participants to establish communications with other participants which may continue even after the Institute	21	13	2	0	0	0
	Mean 1.5					
21. Sufficient supplies of materials and equipment in the right places at the right times were found to be the rule rather than the exception to the rule	26	6	2	1	0	1
	Mean 1.4					

Question 22 asked for comments concerning the organization of the Institute. Approximately three-fourths of the participants made a specific comment such as "well-planned," "well organized" or "effectively organized." Several mentioned that they appreciated the printed schedule which each participant was given, also that the schedule was followed closely especially starting time of sessions. A few mentioned that the relaxed, friendly atmosphere

contributed materially to the success of the Institute. Many in the administrative track felt that all administrators should attend the six weeks track.

Written Responses

Participants were asked to write comments or suggestions as follows:

1. Do you have any suggestions as to how to improve the effectiveness of institute's advance publicity?

Most participants experienced little or no difficulty in obtaining information in advance of the institute. Several suggested sending information to others besides the college presidents such as (1) department heads, (2) the media director, (3) the librarian, or (4) individual faculty members, and past institute participants.

2. Was the orientation presentation on the first day of your attendance effective?

A typical comment was: "I think the presentation was well done and set the pace for the entire institute.

3. Were the practical application experiences of value (laboratory work, field trips, and individual projects)?

The practical experiences were appreciated because they permitted involvement and application to individual needs. Most comments were something like this: "In the laboratory work I learned new techniques and skills that I had no previous exposure to. The field trips showed us examples of working models that words would never have described to us." "The hands on experience made the institute a turning

point in my teaching."

4. Were there any aspects of the institute that you feel were innovational or unique in nature as compared to other institutes of which you have knowledge?

Varied responses were received. The following aspects were mentioned one or more times: (1) field trips, (2) the attitude of the teachers, (3) participant notebooks, (4) the team (three track) approach, (5) holding to schedule, (6) reaching objectives, (7) weekly group reports, (8) exposure to sophisticated equipment, (9) night sessions, and the convenience of the institute - library with appropriate materials.

5. What was the most significant thing that happened to you during the institute program?

Many stated that they began to realize that their teaching had not been effective as it could have been and that media could be used as a valuable asset to instructional improvement. Some mentioned exposure to recognized authorities as being of great value. Others felt that the knowledge of new advances in instructional technology was of significance.

6. What will you do differently as a result of the program?

The majority of the group mentioned two specific things that they intend to do differently: (1) set instructional objectives and make these clear to students, (2) use more instructional media in meeting their objectives.

7. Should there be a follow-up program? If so, what would you suggest?

A majority indicated that they would like some sort of follow-up program. Suggestions were (1) staff visits to the colleges involved, (2) a one-week workshop, (3) periodic mailings, (4) a meeting at the annual Texas Junior College Convention in February, 1970, and (5) a questionnaire to be mailed to participants six months later.

8. Please indicate what you consider to be major strengths of the program.

The most often mentioned strength concerned local and visiting staff members and the friendly way in which they shared their time and expertise with participants. The planning and organization of the total institute was commented on favorably by many. The presentation of theory followed by practical application was felt to be quite effective. The association with people and colleges with similar problems and exposure to the latest methods, materials, and equipment were mentioned as strengths.

9. What do you feel were major weaknesses of the program?

The majority of the participants stated that they either saw no weaknesses or saw none of major importance. The only mentionable item was for the administrators to attend longer than three weeks and that they know more about what the other tracks had accomplished.

10. What do you think of the institutional team approach to instructional improvement as used in the institute?

The participants as a whole felt that the three-man institutional

team approach was more likely to effect instructional change than any other plan that could have been used. The fact that the administrators who often control funds were involved in planning for change increases the likelihood that changes will be made.

11. Overall Evaluation

Looking at all aspects of the Institute, and comparing them with previous educational experiences you have had, please rate it on the continuum below.

Exceptionally
Poor

Exceptionally
Good

1____2____3____4____5____6____7____8____9____
(4) (9) (26)

12. Any other comments.

Most comments were too general to summarize. Many mentioned that they appreciated being invited to attend and that they felt that their time was well spent. One participant indicated that an academic conversion had taken place. Another, that if they knew such courses like this were available, they would have never changed their major from education.

UNIVERSITY OF TEXAS AT AUSTIN
HIGHER EDUCATION MEDIA INSTITUTE
June 2 - July 11, 1969

GENERAL BULLETIN TO PARTICIPANTS

The purpose of this bulletin is to answer a variety of questions that may have arisen regarding the Institute.

Convening Dates and Location

Kramer Hall on the campus of Concordia College, 3400 East Avenue, will be the official location of the Institute. East Avenue actually is the service road running on either side of Interregional Highway 35.

The first session for participants (supervisors & faculty) in the six weeks track will begin at 9:00 A. M. on Monday, June 2, in the Auditorium of Kramer Hall on the campus of Concordia College.

The first session for participants in the three weeks track (administrators) will begin at 9:00 A. M. on Monday, June 23, in the Auditorium of Kramer Hall on the campus of Concordia College.

Institute Hours

Institute sessions will normally convene at 9:00 A. M. The lunch break will be from 12:00 A. M. to 1:30 P. M. The institute day will officially end at 5:00 P. M. Evening sessions will be scheduled in some instances, always on Monday, Tuesday, Wednesday, or Thursday nights. When evening sessions are held, the normal hours will be from 7:00 P. M. to 8:30 P. M. Week-ends are not scheduled. Friday, July 4, will be an official holiday.

Academic Credit

Participants may earn graduate credit by being admitted to the Graduate School at The University of Texas. If graduate credit is desired, applicants should request application forms for permission to enter the Graduate School from the Director of Admissions, The University of Texas, Austin Texas 78712.

Requirements for admission to the Graduate School include: (1) a B average or higher in advanced and graduate courses; and (2) a combined score of 1000 or more on the Verbal and Quantitative Aptitude Sections of the Graduate Record Examination. A GRE application blank may be obtained from the Educational Testing Service, Princeton, New Jersey, or from the Testing and Counseling Center, The University of Texas. A complete transcript of all college work, GRE scores and application for admission should be forwarded to the Director of Admissions, The University of Texas.

Institute participants not desiring to work toward a degree or certification at The University of Texas may enroll as summer session transient students. Requirements for admission to the Graduate School do not apply to transient students. Even though transient students are not registered in the graduate division, they may receive graduate credit if qualified. Such credit is readily transferred to other colleges.

Registration

Former students of the University of Texas at Austin should complete Form for Obtaining First Term, Summer Session, 1969 Course Card and Registration Time Assignment by Mail (blue card) and return it immediately to the Associate Director, Higher Education Media Institute, Drawer W, University Station, Austin, Texas 78712. Institute participants who are not former students of this University should complete Application for Admission to the University of Texas for Summer Session, 1969, as a TRANSIENT UNDERGRADUATE SUMMER STUDENT (yellow sheet) and return it immediately to the Associate Director, Higher Education Media Institute, Drawer W, University Station, Austin, Texas 78712. The deadline for returning these forms is May 4.

Students enrolling for the first time at the University of Texas must have a physical examination within ninety days of the beginning of the semester. To prevent delays at registration, it is recommended that each participant get a physical examination from his family physician and mail the examination report along with the Student Health Record (white, four pages) to the Student Health Center, The University of Texas at Austin, Austin, Texas 78712. Please note the checked item on the Student Health Record.

Housing

Since facilities for family housing are extremely limited in Austin, institute participants are advised to take this into consideration when making their summer plans.

Each institute participant must negotiate his own housing arrangements. A limited list of possible housing contacts is attached. Registrants are asked to contact these housing facilities directly.

Stipend Payments

University payrolls are made monthly; therefore, there can be only two payments. Six week participants will receive one-half of the total stipend on June 3, and one-half on July 11. Three week participants will receive one-half of the total stipend on June 24, and one-half on July 11.

Clothing

All sessions will be conducted in air-conditioned buildings. The evenings are usually pleasant but may be cool enough for a light sweater or jacket, especially if you visit the lakes.

References and Materials

You should bring with you texts and reference materials you normally use in your teaching. In addition, it is requested that you bring with you an organization and administrative procedures manual for your own institution, if one is available. An opportunity for each team to plan an instructional media program for their respective institutions with the assistance of the institute staff will be an important phase of the institute. The cost of notebooks, writing materials and textbooks must be paid for by the participants. Supplies used in developing educational media materials will normally be paid for by the institute.

HOUSING

This is not an exhaustive listing of housing accommodations. It is provided merely to suggest possibilities within approximately a one mile radius of the Institute.

Apartments

Contact:

- 1) Mrs. William K. Hall, President of Housing Association, 900 West 22nd, Austin, Texas 78705. (GR 8-3512) (Private organization that deals with housing University faculty).
- 2) Dean of Men, University of Texas at Austin, Speech Building, Room 110, Austin, Texas 78712. (They will provide you with an off-campus housing list; list not available at this time).
- 3) Northwood Terrace Apartments, Mrs. Velma Smith, 907 A East 32nd Street, Austin, Texas. Telephone: GR 8-3149 (512).
- 4) Longhorn Terrace Apartments, Mrs. Ray Boles, P. O. Box 9310, Austin, Texas. Telephone: GL 4-2659 (512).
- 5) Forest Dale Apartments, Mr. F. D. Gathright, 3304 Red River Street, Austin, Texas. Telephone: Office: GR 7-1213 (512); Home (after 4 P. M.): GL 2-1616 (512).
- 6) University Arms Apartments, 2609 University Street, Austin, Texas. Telephone: GR 2-2707.

Motels

Key: S - single D - double T - twin

- 1) Acacia Motel - 3800 North Interregional. (GL 2-7688). Daily Rates: \$7.00 (2 double beds in each room). Weekly: \$1 a day less.
- 2) Austin Travelodge - 4800 North Interregional. (GL 2-9494). Daily Rates: S - \$8.00, D - \$11.33 (charged by the number of persons).
- 3) L & J Motel - 3506 North Interregional. (GL 2-5775). Daily Rates: S - \$5.50, D - \$6.50, T - \$8.50.
- 4) Mt. Vernon Motor Hotel - 4001 Interregional. (HO 5-5464). Daily Rates: S - \$7.00, D - \$9.00 (charge by number of persons).
- 5) Oak Motel - 2901 North Interregional. (476-9597). Daily Rates: S - \$5.50, D - \$6.50, T - \$7.50.
- 6) Roadway Inns - 2900 North Interregional. (477-6395). Daily Rates: S - \$9.00, \$10.00, D - \$11.00 - 12.00, T - \$12.00 - \$13.00.

- 7) Star Motel - 3105 North Interregional. (GR 8-1631). Daily Rates: S - \$8.00, D - \$12.00, T - \$12.00 (charge by the number of rooms).
- 8) Villa Capri Motor Hotel - 2400 North Interregional. (GR 6-6171). Daily Rates: S - \$10 - \$11.00, D - \$14.50 - \$15.50 (charge by number of persons).
- 9) West Winds Motel - 4508 North Interregional. (GL 2-2511). Daily Rates: S - \$9.00, D - \$10.00, T - \$11.00 (charge by number of persons).
- 10) Ridgewood Motel - 4600 East Avenue. (GL 3-7381). Daily Rates: S - \$10.00, D - \$12.00, T - \$12.00 (charge by the number of rooms).

Dormitories - University of Texas

Women - Room and Board (Air Conditioned)

Kinsolving Hall, meals in Blanton Hall

Double \$146 (6 weeks) or \$30 weekly

Single \$170 (6 weeks) or \$36 weekly

Men - Room only (Air Conditioned)

Moore Hall or Simkins Hall

Double \$ 60 (6 weeks) or \$15 weekly

Single \$84 (6 weeks) or \$21 weekly

For dormitory reservations write directly to: Director, Housing and Food Service, The University of Texas at Austin, Austin, Texas 78712.

THE UNIVERSITY OF TEXAS AT AUSTIN
HIGHER EDUCATION MEDIA INSTITUTE
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712

MEMORANDUM

TO: Persons Requesting Information on Higher Education Media Institute

FROM: Robert Claussen, Associate Director

With reference to your request for application forms for the 1969 Higher Education Media Institute, please refer to the criteria for admission in the descriptive brochure. It states that preference will be given to applications submitted by a team of three persons.

Please consult with the president or dean of your college in the selection of an institutional team to represent your college. First priority for the selection of participants will be given to team applications only.

Please return your completed team application as soon as possible. Upon receipt of this form, individual applications will be sent.

THE UNIVERSITY OF TEXAS
VISUAL INSTRUCTION BUREAU
DRAWER W, UNIVERSITY STATION
AUSTIN, TEXAS 78712

Higher Education Media Institute

Thank you for your inquiry concerning our Higher Education Media Institute. This institute will be composed of institutional teams from colleges and universities from the Southwestern Region of the United States. Each team will be composed of one member from each of the following: administrators, supervisors, and faculty. Individual applications will receive consideration only after selections of institutional teams have been made.

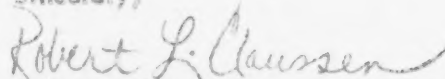
You may obtain a descriptive listing of Institutes under Title V, Part E, by writing the following:

Dr. Louis J. Venuto
Division of Graduate Programs
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

Institutes, short-term training programs, and special projects:

Dr. Paul H. Cornell
Division of College Support
Bureau of Higher Education
U. S. Office of Education
Washington, D. C. 20202

Sincerely,


Robert L. Claussen,
Associate Director

RLC:cg



THE UNIVERSITY OF TEXAS AT AUSTIN

DIVISION OF EXTENSION

AUSTIN, TEXAS 78712

*Visual Instruction Bureau
Drawer W, University Station
Phone GR 1-3571*

Higher Education
Media Institute

We are pleased to advise you that we have approved the applications of the following staff members of your institution to participate in our Higher Education Media Institute:

May we ask each member of your team to respond to this notification with a letter of acceptance postmarked no later than May 1, 1969. If no letter is received by May 1, we must assume that your team is dropping out of the institute.

We look forward to your team's acceptance and participation in our institute.

Upon receipt of acceptance letters, additional information about the institute will be sent.

Sincerely yours,

Ernest Tlemann, Director

ET:jp

APPLICATION FOR ADMISSION TO THE 1969 UNIVERSITY
OF TEXAS AT AUSTIN INSTITUTE IN EDUCATIONAL MEDIA
INSTITUTIONAL TEAM APPLICATION

1	Name and Address of the Institution Submitting Application (Include Zip Code)			
APPLICANT REPRESENTING THE INSTITUTION-WIDE ADMINISTRATION INCLUDING THE PRESIDENT, VICE-PRESIDENT, DEAN, REGISTRAR, BUSINESS MANAGER, ETC.				
2	Name of Applicant	Last	First	Middle Initial
	Dr. ☐ Mr. ☐			
	Mrs. ☐ Miss ☐			
2a	Title of Position			
2b	Address (Street, City, State, Zip Code)			
APPLICANT RESPONSIBLE FOR INSTRUCTIONAL DEVELOPMENT INCLUDING DIVISION CHAIRMEN, DEPARTMENT HEADS, MEDIA OR LIBRARY PERSONNEL				
3	Name of Applicant	Last	First	Middle Initial
	Dr. ☐ Mr. ☐			
	Mrs. ☐ Miss ☐			
3a	Title of Position			
3b	Address (Street, City, State, Zip Code)			
APPLICANT REPRESENTING THE FACULTY (ONE WHO DEVOTES A MAJOR PORTION OF HIS TIME TO INSTRUCTION.)				
4	Name of Applicant	Last	First	Middle Initial
	Dr. ☐ Mr. ☐			
	Mrs. ☐ Miss ☐			
4a	Title of Position			
4b	Address (Street, City, State, Zip Code)			

I certify that the applicants listed above meet the criteria for participation in the institute as outlined in the guidelines. I recommend their selection.

Signature of the President or his designated representative

Date

THIS APPLICATION MUST BE RETURNED WITH THE INDIVIDUAL APPLICATIONS (OE FORMS 1186 AND 7213) NO LATER THAN APRIL 11, 1969 TO:

Dr. Ernest Tlemann
The University of Texas at Austin
Drawer W, University Station
Austin, Texas 78712